

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS





Digitized by the Internet Archive
in 2020 with funding from
University of Alberta Libraries

<https://archive.org/details/Shanahan1970>

THE UNIVERSITY OF ALBERTA

TEACHER OPINIONS REGARDING THE CORE COURSE IN EARLY
CHILDHOOD EDUCATION

BY



PATRICIA ANNETTE SHANAHAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

FALL, 1970

Thesis
1970 F
242

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Teacher Opinions Regarding the Core Course in Early Childhood Education" submitted by Patricia Annette Shanahan in partial fulfilment of the requirements for the degree of Master of Education.

Date *September 29, 1970.*

ABSTRACT

Instructors of a course in an institution preparing teachers cannot know how effectively they prepare the teachers unless the program of instruction is evaluated. All training activities must be evaluated, for it is evaluation which provides a means by which to measure the effectiveness of the program. Are the instructors' perceptions of student needs also those of the students? Evaluation, too, can provide information which can be shared with other educators about the education environments, the system of teacher education and most important, feedback information of "useful" ideas.

The major purpose of this study was to seek information regarding teachers' opinions of their preparation as provided by the core course in Early Childhood Education at the University of Alberta. This investigation sought to determine and compare by means of the questionnaire survey method, the opinions of the teachers with regard to: (1) teachers' general reactions to the course, (2) the most useful features of the course, (3) the features which contributed in a limited way, (4) recommended course changes, (5) course content, and (6) the curriculum of the course.

Twenty-four of the twenty-nine questionnaires distributed were completed and returned. The data obtained were analyzed to determine: (1) categories of responses, (2) the percentage of positive or negative opinions to the items on the questionnaire, and

(3) teachers' responses on the basis of the background variables.

It was found that the course generally failed to meet the needs of the teachers. The teachers alleged that the course was a repetition of the content of other courses and that it did not prepare them for the actual teaching situation. It was further indicated that the teachers generally agreed upon the content areas of the course but that the curriculum failed to implement the content.

On the basis of the findings, it was concluded that subsequent courses in the core course in Early Childhood Education should witness: (1) less emphasis on the History of Early Childhood Education, (2) course focus to include the five to eight year old, (3) investigation into prospective students' backgrounds, (4) an increase in number and time of guest lecture presentations, (5) increased emphasis on evaluation, and (6) a decrease in the number of topics included.

It was thus recommended that: (1) a program of follow-up studies be organized and carried out by the University, (2) appraisal be made of the sequence of courses in Early Childhood Education, particularly with reference to teaching theory, preparation for actual teaching situations, and experiences with children, and (3) increased attention be given by the University to the development of a curriculum committee for Early Childhood Education.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the assistance received from Dr. M. Horowitz and especially for his guidance and encouragement in the preparation of this thesis. Thanks are also extended to Dr. M. Affleck and to Dr. S.C.T. Clarke for their helpful suggestions in the later stages of the study.

The co-operation and assistance received from the Faculty of Education Records Department and the Department of Education Records Department was also greatly appreciated.

Finally, the writer wishes to acknowledge gratitude to her husband, Patrick, whose patience, encouragement and assistance contributed to the completion of this thesis.

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I.	INTRODUCTION AND PROBLEM	1
	Introduction	1
	The Problem	2
	Background to the Problem	2
	Statement of the Problem	3
	Need for the Study	3
	Limitations of the Study	5
	Assumptions	6
	Definition of Terms	6
	Organization of the Study	8
II.	REVIEW OF LITERATURE	9
	Introduction	9
	Studies Concerning Evaluation of Teacher Preparation	9
	Population	9
	Sources of Data	12
	Methods of Data Collection and Analysis	16
	Major Conclusions Reported in the Studies	19
	Literature Concerning Judgments of Education Courses	22
	Summary of the Review of the Literature	25

TABLE OF CONTENTS (continued)

<u>Chapter</u>	<u>Page</u>
III. RESEARCH DESIGN	28
Population	28
Sources of Data	29
Validation of the Instrument	33
Instrument Pre-Test	34
Distribution of the Instrument	34
Collection of Data	35
Data Analysis	37
IV. THE FINDINGS	39
Reliability of Responses	39
Distribution of Responses According to Items On The Questionnaire	40
The Findings	44
Question 1	45
Question 2	49
Question 3	52
Question 4	55
Question 5	59
Question 6	67
Question 7	71
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	77
Summary of Findings	77

TABLE OF CONTENTS (continued)

<u>Chapter</u>		<u>Page</u>
V.	Personal History Data	77
	Question 1	78
	Question 2	79
	Question 3	79
	Question 4	81
	Question 5	82
	Question 6	83
	Question 7	83
	Conclusions	84
	Recommendations	86
	SELECTED REFERENCES	88
	APPENDIX A	92
	APPENDIX B	99
	APPENDIX C	101
	APPENDIX D	103
	APPENDIX E	105

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. Sex of Subjects Who Were Sent the Questionnaire . . .	35
II. Sex of Subjects Who Were Interviewed	35
III. Distribution and Return of the Questionnaire	36
IV. Number and Percentage of Respondents With Respect To Variable 1: Position	42
V. Distribution of Respondents According to Level At Which They Were Teaching	42
VI. Number and Percentage Distribution of Years of Experience	43
VII. Number and Percentage Distribution of Classroom Situations in Which Subjects Found Themselves	43
VIII. Number and Percentage Distribution of Years of Teacher Education	44
IX. Major Field of Teachers by Number and Percentage . .	44
X. General Reaction of Subjects to Ed. C.I. 426	46
XI. Variables and Most Useful Features of Course	49
XII. Variables and Features Which Contributed in a Limited Way to Teacher Preparation	52
XIII. Variables and Recommended Course Changes	56
XIV. Number and Percentage Distribution of Opinions Con- cerning Course Content	60
XV. Variables and Teacher Opinions Regarding Course Content	62
XVI. Number and Percentage Distribution of Teachers' Responses for Each Area of the Curriculum of Ed. C.I. 426	68

LIST OF TABLES (continued)

<u>Table</u>		<u>Page</u>
XVII.	Variables and Teacher Opinions Regarding Course Curriculum	69
XVIII.	Number and Percentage Distribution of Teacher Responses to Item Concerning Preparation For Curriculum Tasks	72
XIX.	Variables and Opinions of Teachers Concerning Professional Preparation Toward Curriculum Work . .	73

CHAPTER I

INTRODUCTION AND PROBLEM

I. INTRODUCTION

Hundreds of thousands of words are spoken and written about education, but there is still a need for more dependable information on the subject. An institution preparing teachers cannot know what people think about its program or how effectively it prepares its teachers unless the program is evaluated. A survey of the literature relating to teacher education programs reveals that there has been considerable planning of programs but there has been little evaluation.

Of the evaluation studies which have been conducted, many are concerned largely with teachers while they are in training. Follow-up studies which deal with teachers who have left the training institution are less numerous. This suggested to the researcher that enough is not known about the practising teacher's opinion of his preparation. For this reason, it was decided to investigate the opinions of teachers with regard to the adequacy of their teacher preparation. In seeking information about teacher preparation, Ende recommended that opinions of recent graduates be sought, when he wrote:

. . . beginning teachers can evaluate their education toward the end of their first year of employment and while their college education is still fresh in their minds (Ende 1962, p. ix).

Preston (1964, p. 233), also suggested the need to examine the opinions of recent graduates when he discussed alleged criticism of education courses. He pointed out that criticism of teacher education should first be examined in order to separate the justifiable from the unsubstantiated and then to examine the validity of the criticism by comparing it with the attitudes of recent graduates of a teacher training program.

The primary purpose of this study was to seek information concerning teachers' opinions with regard to the preparation they received in the education course, Ed. C.I. 426, which is the core course for Early Childhood Education Majors in the Department of Elementary Education at the University of Alberta.

Confronted by the fact that teachers are less than enthusiastic about their education courses (Lemons 1965, p. 26), a study which may provide the University with information regarding one of its core courses in education has been designed. Inasmuch as the consuming public is interested in quality education, the choice which professional education faces is that, either it must be subjected to constructive criticism from within or destructive criticism from without.

II. THE PROBLEM

Background to the Problem

Since the inception of an Early Childhood Education major field of study at the University of Alberta in 1966, a number of questions have arisen regarding the program. One method of gaining

insight into the program is to obtain the reactions of the learners. For this reason, it was decided to conduct a follow-up study of the teachers' reactions to their preparation in the core course of the Early Childhood Education Program.

Statement of the Problem

The problem was to determine and compare, by means of the questionnaire survey method, the opinions of teachers who took the course, Ed. C.I. 426, in the winter session of 1968-69, with respect to the following research questions:

1. What is the general reaction of the teachers toward Ed. C.I. 426?
2. What do the teachers perceive to be the most useful feature of their course work in Ed. C.I. 426?
3. What do the teachers perceive to be the deficiencies of the preparation as offered by Ed. C.I. 426?
4. What changes, if any, do the teachers recommend?
5. Which areas of content do the teachers identify to be "useful" and which do they identify to be "not useful"?
6. Which areas of the curriculum do the teachers identify to be "effective" and which do they identify to be "inadequate"?
7. To what extent do the teachers feel that Ed. C.I. 426 has prepared them for curriculum responsibilities?

Need for the Study

A study of this nature seems particularly appropriate at

this time for several reasons. First, no study which attempts to determine the opinions of teachers with regard to Ed. C.I. 426 has been made at the University of Alberta to date. It does seem quite logical, then, to seek the opinions of the teachers as they are the consumers of the program.

Second, it is necessary for instructors to learn whether or not course goals meet the needs of the teachers when they begin to teach. Pettit (1964 p. 381), for one, has pointed out that it is important for all teachers to know how the students feel about their courses and whether or not their needs are being met in their particular field of endeavor. Therefore, it is felt that this study may provide the instructors at the University with guidelines which will enable them to examine their programs. According to Lane (1966), future courses can be planned and existing courses revised upon the basis of identified strengths and weaknesses.

A study of this nature may also provide administrators with useful information. Research has shown that descriptive data will be more highly regarded by school administrators in helping them with their pressing difficulties than will be principles which have grown out of laboratory experimentation (Good and Scates 1954, p. 552). Generally, the administrator regards data from the field as practical evidence which has grown out of real situations. Finally, as Ende has pointed out:

A follow-up study is a very important link between pre-service and in-service education (Ende 1961, p. ix).

With the information collected from a follow-up study, in-service education programs may be planned on the basis of identified strengths and weaknesses of the pre-service program. For instance, if an identified weakness is due to a lack of practical suggestions for work in a classroom situation, the in-service program may be designed to fulfill this need.

Limitations of the Study

The study was confined to the students who were enrolled in Ed. C.I. 426 for the year 1968-69 and the following limitations were recognized:

1. This study is an evaluation of only one component of a teacher education program at one University. Differences in program design of other courses suggest that the findings in this study cannot be generalized to other situations. However, the technique employed in seeking teachers' reactions to their preparation may provide guidelines for program evaluation in other areas.

2. Two factors which may influence the teachers' opinions of Ed. C.I. 426 are their level of academic training and their classroom teaching experience.

3. The use of a questionnaire as the major instrument of data collection presents several limitations.

- a) The questions may be interpreted in different ways.

- b) The questions deal with items which make up only a portion of the elements of curriculum evaluation.

c) Some of the individuals who are approached may choose not to respond.

Assumptions

The following assumptions were made:

1. That teachers' perceptions represent a basis for program effectiveness.
2. That evaluation provides the criteria for subsequent curriculum development.
3. That the information collected from books, periodicals, questionnaires, and interviews accurately represents the situation.
4. That response will be sufficiently accurate to be of value to the University, the school system, and the researcher.

Definition of Terms

1. Follow-up Study: This is a study in which the researcher is concerned with individuals who have left an institution and have completed a program. The study attempts to determine the impact of the institution and its program upon the learners.
2. Curriculum: Curriculum will denote a plan of intentions leading to professional development and will include the setting of objectives, the content, the methods, and the selection of evaluation procedures as presented by Ed. C. I. 426.
3. Ed. C.I. 426: This refers to Education Curriculum and Instruction 426, the core course in Early Childhood Education at the University of Alberta.

4. Opinions: The area of opinions includes what an individual says to express his beliefs and feelings to specific questions.

III. ORGANIZATION OF THE STUDY

This chapter has presented the following: (1) the problem to be investigated, (2) the research questions, (3) the needs for and the limitations of this study, (4) the assumptions made, (5) the definition of terms.

Chapter II presents a review of selected items from the literature. The chapter is composed of two sections. The first deals with studies regarding evaluation of teacher preparation programs. The second deals with theoretical statements made about education courses.

The third chapter is concerned with a description of the design of the study and consists of four sections. The first deals with the population of the study. The second deals with sources of data. The third deals with methods of data collection and the final section presents the method of data analysis.

In the fourth chapter the findings are presented and discussed and in the final chapter conclusions and recommendations are presented.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Literature relevant to the investigation is surveyed in this chapter in the following order. First, there is a review of studies with regard to evaluation of teacher preparation. The second section is concerned with theoretical statements concerning judgments made about education courses. More specifically, the review is organized in the following manner:

1. Studies Concerning Evaluation of Teacher Preparation
2. Literature Concerning Judgments of Education Courses

I. STUDIES CONCERNING EVALUATION OF TEACHER PREPARATION

The research related to studies concerned with evaluation of teacher education courses may be discussed by considering the population, the sources of data, the methods of data collection and analysis, and the major conclusions reported in the studies. Thus, this section of the chapter reviews studies in terms of these categories.

Population

In most studies which attempt to evaluate teacher education, the population selected for study of a program is derived from one of two main sources - the reactions of practising teachers or the

reactions of students.

In an investigation conducted by Beaty (1969), the population was composed of graduates who were in their third year of teaching. Beaty stated that teachers who were completing their third year of teaching should be selected as they would have had sufficient teaching experience to provide valuable opinions.

In 1962, Clarke selected a sample composed of teachers who were either in their first year or in their third year of teaching. Other investigators indicated that teachers who were in their first year of teaching would be implementing knowledge and employing methods learned in pre-service education. One such study was reported by Ende in 1962, when he asked beginning teachers to evaluate their preparation. On the basis of the findings of his study, Ende stated:

In the first year of teaching, the new graduate will normally attempt to apply the knowledge and skills acquired during college education (Ende 1962, p. ix).

In still another study, designed and carried out by the Committee on Professional Preparation of the Commission of Teacher Education in Michigan (1964), practising teachers with no fixed number of years of teaching experience were asked to indicate their reactions to their preparation.

Studies of students' reactions to their preparation were reported by several investigators. Pettit (1964), for example, selected students who were to be graduated and asked them to evaluate their programs in an effort to discover students' reactions to

a new program. In a study conducted by Preston, all the graduates of a particular year in an eastern university were selected. Among the new graduates were recipients of baccalaureate, masters and doctoral degrees. Preston identifies the basis for the selection of his sample when he says:

. . . the testimony of such graduates has the great advantage of being based on first-hand knowledge of education courses (Preston 1964, p. 233).

The need to investigate education courses through the attitudes of college students is further discussed by Scherwitzky (1964). One thousand, three hundred thirty-seven students who were attending State University College at Oneonta, New York, during the spring semester of 1961 were included in the study. Tyler and Okumu (1965) also recognized the value of students' opinions in the evaluation of a program. Their study investigated the opinions of students who were enrolled in the teacher education program at U.C.L.A. with the view to developing an improved program.

Blackman, Fletcher, and Yanofsky (1967) conducted a study in which a somewhat different approach to student evaluation was investigated. A booklet, reporting professors and students' dialogue regarding their courses, was produced. A student group was selected to participate in the evaluation of an experimental teacher education program investigated by Joyce and Hodges (1966). Graduate students together with undergraduates were chosen to participate in this program for the purpose of providing the researchers with "feedback" on the program.

According to the studies discussed, the population sample may be selected from a variety of sources. Although the sample may be composed of either practising teachers or students, the final choice will largely depend on the nature of the data collecting instrument. The review helped the investigator in the choice of population used in this study.

Sources of Data

Further analysis of studies has revealed variations in the instruments used in data collection. A mailed questionnaire was most often used to seek information from distant respondents and the use of open-end questions was suggested in several studies.

Beaty (1969) reported that graduates were mailed a questionnaire which was designed to evaluate specific courses. He recommended that unsigned questionnaires be used in evaluating specific courses as they will bring more uninhibited replies and that an institution could expect responses to an unsigned questionnaire from approximately two-thirds of its graduates.

Some of the questions included by Beaty which are relevant to this investigation follow:

1. What courses made the greater contribution to teaching performance?
2. Did any of the courses make a limited contribution to teaching effectiveness and how could these courses be improved?
3. Have you encountered any teaching difficulties which relate to course deficiencies?

4. List any course additions, deletions, or course revisions you consider would enhance your teaching competence.

5. To what extent did the courses in this area contribute to your performance as a professional person?

In another section of the instrument, the respondents were required to indicate ratings. The four response categories were: quite effective, adequate, of limited value, and definitely inadequate.

Clarke (1962) reported a 92 per cent return on an open-end questionnaire which he used as the major instrument in his study. Clarke also pointed out that one of the major problems in this kind of investigation is that of questionnaire validity. In an attempt to validate the instrument, an interview was conducted with a sample of teachers who lived in the Edmonton region. From the interviews, it was established that the responses provided by the questionnaire were essentially the same as those of the interview.

The use of open-end questions in an interview guide provided Ende (1962) with information from the teachers. In the situations where teachers lived in different geographic regions, the interview guide was used as a mailed questionnaire.

The issue in many course evaluations revolves around a question of the relative emphasis to be placed on education courses in comparison with academic courses. In a Michigan Education Association study (1964), a questionnaire was designed to seek information about the way teachers in Michigan felt about their

own professional preparation program. The teachers were asked questions about both their education courses and their academic courses with the view to providing patterns of comparable strengths and weaknesses.

Pettit (1964) reported that a series of questionnaires, based upon the objectives of the courses in a new teacher preparation program were designed and administered so that it could be determined to what degree each course in the sequence had accomplished its stated objectives. A description of the manner in which the instrument was designed is relevant to this study and shall, therefore, be included. The course, Learning and Evaluation, had as its objective: "As a result of the learning experiences in this course, the students should develop skills in developing class objectives which can be stated in behavioral terms." One of the questions used to evaluate this objective was: "To what degree was this class successful in helping you develop skills in stating your class objectives in behavioral terms?"

Preston (1964), too, collected data by means of a questionnaire which was mailed to all graduates of a recent calendar year. Respondents were asked to rate courses on a five point scale with respect to nine attributes. The purpose of the investigation was to determine whether each of the nine undesirable attributes was characteristic of no course, some courses or all of the courses. Each of the ratings was weighted 4, 3, 2, 1, or 0.

Scherwitzky (1964) developed a questionnaire which was composed of an attitude scale using the Likert method. The investigator made an analysis of the criticism made about education courses as found in the literature for a ten-year period. On the basis of the findings of the analysis, the attitude scale was constructed.

Instruments used to collect information differed somewhat in other studies. Three such studies are those conducted by Tyler and Okumu (1965), Blackman, Fletcher, and Yanofsky (1967), and Joyce and Hodges (1966).

Tyler and Okumu (1965) reported on a system which was based on questions asked by the faculty about the program. The procedure used to construct the instrument was to collect from the instructors, for the courses that formed a part of the teacher education program, all the materials which served as evaluation instruments within a course. Following this, the behaviors implied by the course materials were to be classified according to three behavioral domains and according to content.

Blackman, Fletcher, and Yanofsky (1967) used mailed questionnaires which were to be returned to a box provided to receive the questionnaires. The investigators suggested that the procedure of returning the questionnaires proved to be inadequate because of only a 50 per cent return for any course. As to the content of the questionnaires, they consisted of multiple choice and essay questions. The investigators concluded that "in our project the essay questions provided the most valuable insight into the courses".

Joyce and Hodges (1966) reported on an experimental program of teacher education for elementary teachers and the methods by which it was evaluated. Among the instruments used for evaluation were questionnaires. One such questionnaire was devised to probe as to how the teacher coped with certain problems; for example, the setting of objectives, the provision for continuity and sequence with other lessons, the analysis of content, the use of knowledge about children and learning in preparing and conducting a lesson and, finally, the selection of evaluation procedures. Each week that the students were teaching, they were asked to complete the questionnaire.

It can be seen that with few exceptions, a questionnaire served as the major source of information when the opinions of teachers were sought concerning their preparation. This review of the sources of data helped the investigator in developing the items for the questionnaire used in the study and it also suggested a method of validating the instrument.

Methods of Data Collection and Analysis

An examination of the selected studies with regard to the method of data analysis revealed that there were few substantial differences. Beaty (1969) reported the reactions of graduates to selected aspects of their courses according to the categories as they appeared on the questionnaire. The data were reported by declarative statements and were supported by percentages. Clarke (1962) too, reported his findings in declarative statements in

rank order of frequency according to the background variables of the teacher sample. His analysis provided us with teachers' opinions regarding the courses which were considered to be most valuable, least valuable, courses preferred, courses teachers wished they had taken, the most valuable part of their preparation, the pattern of teacher education, balance in the courses, the length of preparation and finally, recommended improvements.

Ende (1962) also reported the findings to the open-end questions in declarative description followed by tables. The sections of the instrument which required the graduates to make selection on a four point scale were reported in tables designed according to the categories found on the questionnaire.

The Michigan Education Association Study (1964) reported patterns of identified strengths and weaknesses in teacher education courses in percentage figures. For example, 42 per cent of the teachers identified their education courses as being impractical; 45 per cent of the teachers identified the major strength of their education courses as being the insights they developed through them.

Pettit (1964) chose to report in tabular form, the ratings of teacher education courses identified in his study. Each course was rated on a scale which ranged from 0-poor to 10-superior and the ratings appearing in the table were average ratings for each course.

In the study reported by Preston (1964), in which the

respondents were asked to rate nine undesirable characteristics found in the literature as criticism of education courses, the report of graduates' reactions to courses with reference to each of nine characteristics was made on the basis of course characteristics and was accompanied by a tabulation of reactions for each category. The arrangement of responses provided relevant information for this study and an illustration is therefore included here:

Undesirable Repetition of the Content of Other Courses

Education courses: FAVORABLE COMMENTS (N-4) There was a small amount of repetition which I found very helpful. . .

UNFAVORABLE COMMENTS (N-24) Once you get the basic points you can get a B in any test in an education course by writing the same answers for all the courses.

A similar method of data analysis was reported by Scherwitzky (1964) in a study which also investigated comments found in the literature concerning education courses. The items about education courses were subdivided into six categories:

1. Content of the Courses
2. Usefulness of the Courses
3. Views of the Course
4. Students Taking the Courses
5. Instructors of the Courses
6. Placement of the Courses.

Scherwitzky pointed out that comments made about education courses could be classified into the above mentioned six categories.

Tyler and Okumu (1965) attempted to develop a systematic analysis of an existing teacher education program. All course materials for 13 courses were classified and combined according to the weight each was assigned in the course evaluation and then a summary table was prepared for each course. From the tables, it was apparent which behavioral levels were given attention and in which of the content areas.

The urgency and necessity of having professors and students look critically at their courses is reflected by Blackman, Fletcher, and Yanofsky (1967). A booklet which describes the comments made by the faculty and the students contained the findings of the study. In most cases the responses lead to a combination of praise, criticism and suggestions for improvement. It should also be noted that in the report most instructors acknowledged the validity of students' perceptions and some indicated that they were planning to change their courses substantially. Others acknowledged the validity of students' perceptions; however, they did not agree with their comments.

The discussion to this point has focused on the approaches to data analysis in other teacher education studies. The studies have provided the researcher with information as to ways in which data obtained from questionnaires may be analyzed and reported.

Major Conclusions Reported in the Studies

Some of the conclusions arrived at by the researchers who conducted studies concerned with teacher education programs and which are relevant to this investigation follow.

A follow-up study was found to provide a teacher education institution with a valuable source of information by providing leads to program improvement (Beaty, 1969; Scherwitzky, 1964; Pettit, 1964).

Most of the studies which were examined used a questionnaire as their major source of data collection. It was agreed by several researchers that within an unsigned questionnaire, respondents are willing to comment in an uninhibited way (Beaty, 1969; Blackman, Fletcher and Yanofsky, 1967). However, as pointed out by Beaty, only a two-thirds return may be expected in an unsigned questionnaire.

With regard to the teachers' views of their preparation, it was concluded that they seemed to be generally satisfied with education courses (Scherwitzky, 1964; Clarke, 1962; Ende, 1962). Other researchers concluded that programs might be looked at by students and faculty. It was felt that student-faculty interchange would give the faculty a chance to take a closer look at themselves and their course offering (Blackman, Fletcher and Yanofsky, 1967; Scherwitzky, 1964). Indeed, as Beaty says, it is also valuable to have judgments of teachers who have pragmatically tested a program in the classroom.

It was found that the major objection to education courses was an alleged impracticality - a wide gap between theory and practice (Clarke, 1962; Preston, 1964; the Michigan Education Study, 1964).

Not always are the charges which are made about education courses accurate. Scherwitzky (1964), for example, refuted the charge that education courses are too involved with methods, that they show a lack of content, and that they are too easy and a waste of time. She further concluded that the students who were asked to react to comments about education courses in general, indicated that they would have preferred to react more specifically to individual courses.

Blackman, Fletcher and Yanofsky (1967) attempted to provide an instrument which permitted professors and students to examine courses critically. A major conclusion reached in the study was that student-faculty dialogue led to greater knowledge about courses by both the faculty and the students. To be effective, the investigators pointed out that the booklet produced could shift its focus periodically by concentrating on certain types of courses or on certain departments, by discussing instructional techniques one year, course programs another year, and perhaps the overall rationale of each of the departments in another year.

Joyce and Hodges (1966) concluded that teacher education programs should be seen as clusters of activity. They identified five such clusters, each designed to produce control over an area considered essential to teacher performance. Each of the components are tested by student evaluation.

II. LITERATURE CONCERNING JUDGMENTS OF EDUCATION COURSES

In addition to survey studies and experimental projects, theoretical statements have been expressed concerning judgments of education courses. In view of the fact that this investigation is concerned with opinions related to an education course, those studies which deal specifically with evaluation of methods courses in programs of teacher education have been selected.

Lemons (1965) points out that there is a distressing gap between what is taught in education courses and the real world of teaching. There is unnecessary overlapping and duplication; there are classes that are poorly taught by instructors who are either not sufficiently experienced or who have been too long away from the classroom situation.

However, Lemons suggests that there are ways of working toward their improvement. First, to help bridge the gap between theory and practice, a stronger alliance needs to be created between the teacher education institutions and the public schools. As for the overlapping and duplication problem, there needs to be a vast reorganization of the content of education courses. Lemons further points out that there is a necessity for a discipline called education but that there has been relatively little agreement upon what this body of subject matter should consist of or in what sequence it should be taught. Similarly, there is little agreement at what stages in the teacher's career it can most effectively be taught or what methods of presentation are most productive.

McPhie (1967) also discusses a discipline called education but in a somewhat different manner. He points out that there is evidence to prove that the time for studying education as a discipline tends to become more apparent after the teachers have faced some real problems in the classroom. Readiness may be one of the factors which contributes to education courses being labeled "Mickey Mouse" according to McPhie when he wrote:

If students appraise education courses as Mickey Mouse when there is evidence to the contrary, maybe they are given something before they are ready for it (McPhie 1967, p. 322).

Statements have been made about the functions of methods courses. McMackin (1964), for one, wrote about the subject. He stated that the principal task of a methods course is to offer systematic study of a number of means of instruction so that a teacher can effectively deal with the various situations in which he will find himself. Most educators would probably agree that this is the failure of many education courses and that these courses often become instruments of one approved method, only to make students methodologically alike.

Willis (1968) seems to have recognized the plight of the teacher when he provided a scheme by which to examine methods courses in an attempt to determine the relationship between experiences in methods courses and actual teaching. In an examination of views held by methods professors in Wisconsin, Willis reported these findings. The content and process of methods teaching covered the

same broad content topics: stating and using objectives, organization of subject matter, curriculum, adapting learning activities to a specific discipline, adjusting content to individual differences, evaluation of student learning, classroom management, instructional materials and media, unit and daily lesson planning. The activities reported to be used by all types of methods professors were:

lectures, group discussions, preparation of unit and daily lesson plans, observation of actual teaching by experienced teachers in public school classrooms, demonstration teaching by either fellow students or by the professor himself. The primary concern in these classes appeared to be the what of a teacher's actions rather than the why. Finally, it was revealed that methods professors were not practising in their own teaching the ideas they were advocating for their students.

Fischler (1961) also wrote on the functions of methods courses. He, too, points out that the purpose of the methods course is to bridge the gap between the formal preparation in a content course and the tasks the teacher will be required to perform in the classroom. Fischler further stresses the importance of having experiences with materials which will be necessary for classroom work. By using the materials, the prospective teacher will be able to develop criteria to aid him with material selection. Some experience should be provided in lesson planning and in preparing a unit of work, Fischler goes on to say. Through the planning of a unit, teachers will become familiar with various sources of supplies and with other publications.

It seems, then, that for an education course to be effective, it should bridge the gap between theory and the real world of the learners in the classroom. Yet, it appears that this is the very point where so many education courses have failed. The review of studies concerned with judgments about education courses helped the investigator to compare and to contrast the findings with those of this study. In addition, it provided the researcher with information as to the directions which the course under investigation might take.

Summary of the Review of the Literature

The review of the literature has shown that the population samples selected for study in the evaluation of teacher preparation programs have been varied. Follow-up studies of teachers who were in active teaching were carried out by Beaty, Clarke, and the Michigan Education Association Study. The opinions of students as to their preparation were investigated by Pettit; Preston; Scherwitzky; Blackman, Fletcher, and Yanofsky; Tyler and Okumu; and Joyce and Hodges. The population samples ranged from that of 29 beginning teachers to that of 1,337 practising teachers.

The sources of data for the studies included seven studies which used mailed questionnaires; one study which used an interview guide; two studies which used professor-student dialogue; one study which used all the materials which served as a basis for evaluation in a teacher preparation program.

Techniques of analyzing and reporting data were similar in several studies. Seven studies reported their findings in declarative statements with supportive tables and figures included where necessary. One study used a summary table of course evaluation for each course in the teacher preparation sequence. Another study reported the preparation of a booklet which contained faculty-student dialogue on courses.

Some research conclusions appeared consistently in several studies:

1. Teacher education programs must be evaluated.
2. A follow-up study of the product of a teacher preparation program is a valuable method of discerning strengths, weaknesses, needs, and suggestions for improvement.
3. Students and professors can critically examine education courses.
4. Teachers showed general satisfaction with their education courses.

In summary, it is noted that the research literature provided the investigator with information as to the population sample, the instruments and the methodology of survey research.

Articles which expressed theoretical judgments regarding education courses in teacher preparation were examined with the view to comparing teacher's opinions concerning the education course investigated in this study.

Statements made by McPhie and Lemons emphasized the importance of studying education as a discipline. McMackin and Fischler

discussed the function of methods courses and Willis stressed the need to carefully examine methods courses in an attempt to determine the relationship between experiences in methods courses and in actual teaching.

The literature concerned with judgments made about methods courses emphasized the importance of the functions of methods courses, the timing of experiences, and the deficiencies of methods courses.

CHAPTER III

RESEARCH DESIGN

In this chapter the population is first discussed. Following this is a discussion concerning the sources of data. The third section deals with the procedures in data collection and finally, a description of the way in which the data were processed is presented.

I. POPULATION

The subjects who participated in this study took the core course Ed. C.I. 426 during the year 1968-69 at the University of Alberta and are now teaching. Individuals from an earlier year were also considered but in a pilot study it was found that the teachers who took the course in Summer 1967 experienced difficulty in completing the questionnaire. Although they were able to complete the open-end portion of the instrument with little difficulty, they indicated that they had forgotten many of the details sought with regard to course content and curriculum. Therefore, it seemed that the time lapse may have been a factor in making the quality of the responses unreliable.

In the literature it was found that several studies had sought student responses. An attempt was made to obtain students' opinions of the course investigated in this study. Students who

were still attending university were requested to complete the questionnaire. These individuals also reported little difficulty in completing the open-end portion of the instrument; however, they also experienced difficulty with the sections relating to course content and curriculum as these sections tended to deal more specifically with issues at the classroom level.

For these reasons, it was decided to include only students who took Ed. C.I. 426 during the winter session of 1968-69 and who are now teaching. Names and addresses of the subjects were obtained from University records and Department of Education records. Telephone numbers were located by examining the University of Alberta Student Directory for 1968-69, the City of Edmonton Telephone Directory for 1968-69, and Hendersons' Directory - City of Edmonton, and by consulting the Alberta Government Telephones long distance operator service.

From the total of 29 subjects, seven were selected for interview.

II. SOURCES OF DATA

The sources of data for this study were:

1. Books and periodicals with regard to descriptive research, evaluation of teacher education and education courses.
2. Related studies and doctoral theses.
3. Opinions obtained from teachers by questionnaire and interview.

4. Student records at the University of Alberta.
5. Teacher records at the Department of Education.

A mail questionnaire was the major instrument of data collection. In spite of its known limitations, the most obvious advantage in using a mail questionnaire is that it provided the researcher with a relatively efficient and inexpensive way of obtaining factual information from a selected sample of subjects. Second, this method was advantageous in that it utilized the same pattern of questioning with all subjects.

The instrument was reproduced on white paper by the xerox process. In following researchers of previous studies, respondents were not asked to sign their names. Beaty (1969) indicated that an unsigned questionnaire would elicit uninhibited replies.

The instrument was composed of four parts:

A. Personal History

1. Position (teacher or other)
2. Grade Level
3. Years of Experience
4. Situations in Which Teachers Find Themselves (Self-contained or other kind of classroom)
5. Years of Teacher Education
6. Major Field

These six variables served as the basis for the analysis of responses. An explanation for each of the variables, along with their subdivisions is presented below.

1. Position: The questionnaire allowed respondents to indicate their position as either a regular classroom teacher or "other". For purposes of analysis, one teacher who indicated that she was working with a class of retarded children was included with the regular classroom teachers. This first variable was included to determine whether the differing education responsibilities of the educators affected their opinions.

2. Grade Level: The inclusion of the grade level was to determine whether differences in opinion could be attributed to the level at which the subjects were teaching.

3. Years of Experience: Analysis of this variable resulted in a dichotomy, with the first group consisting of new teachers and the second group consisting of those with more than one year of experience. The variable was included to determine whether the factor of teaching experience was related to differences in opinion.

4. Situations in Which Teachers Find Themselves: Responses to this variable were categorized as either traditional or other. Innovative practices such as non-graded schools, team teaching and departmentalization have been developed in the Province of Alberta. Therefore, it was anticipated that these two groups of respondents might reveal differences of opinion.

5. Years of Teacher Education: This variable was subdivided on the basis of three years, four years and more than four years of teacher education. The researcher felt that this classification might result in differences of opinion since there could be differ-

ences in the courses taken by the subjects prior to their taking Ed. C.I. 426.

6. Major Field: This variable was included to determine whether there were differences of opinion as a result of a major field of study.

B. General

In constructing the items for the general section of the instrument, the investigator first searched the literature in order to determine techniques used to obtain such information. The inclusion of the open-end questions in the general section was a result of recommendations put forth by Beaty (1969) and Ende (1961). These investigators pointed out that open-end questions provided them with the most useful responses. In addition, helpful suggestions were received from books and periodicals with regard to descriptive research. Finally, other ideas were presented by related doctoral theses. Information derived from these sources was incorporated into the four items in the general section of the instrument.

C. Course Content

The section of the questionnaire which dealt with Course Content was composed of ten items which made up the content areas of Ed. C.I. 426. Items for this section of the instrument were selected from the course outline as prepared by the instructor of the course. Respondents were instructed to indicate their reactions

to the selected aspects of the content of the course. Four response categories were provided: not all useful, not very useful, quite useful and useful. It was found that there were too few responses in each of the four categories to be able to see clearly the patterns of opinions. For this reason, it was decided to categorize the responses in this section in the following manner: categories one and two were interpreted to mean "not useful" and categories three and four were interpreted to mean "useful". Additional space was provided for comments.

D. Curriculum

It is helpful to know how individuals react to a curriculum. The subjects in this study were asked to react to specific elements, which taken together, made up the curriculum of Ed. C.I. 426. There were four response categories provided: definitely inadequate, in a limited way, quite effective, highly effective. In an examination of the responses, it was found that there were too few responses in each of the four categories. Thus, the categories were grouped in the following manner: categories one and two were interpreted to mean "inadequate" and categories three and four were taken to mean "effective".

Validation of the Instrument

In a study reported by Clarke (1962), interviews were conducted with a sample of the population in order to validate the data collecting instrument. An attempt, too, was made to validate the

instrument used in this study by conducting interviews with a sample of the population who live in the Edmonton region. Oppenheim (1966) also recognizes that there is a problem of validity in descriptive research when he says:

The problem of validity remains one of the most difficult in social research and one to which an adequate solution is not yet in sight (Oppenheim 1966, p. 78).

Content validity is still another problem in descriptive research. In this study, the content validity of the questionnaire was sought through the submission of the instrument to former students, graduate students, and to Faculty members of the Faculty of Education at the University of Alberta. Their critical comments and suggestions were incorporated in the pilot version of the questionnaire.

Instrument Pre-Test

The questionnaire was pre-tested by former students of Ed. C.1. 426. In an interview session prior to completing the instrument, subjects were instructed to pay particular attention to the following: time required to complete the questionnaire, clarity of items, any weakness or ambiguity of the instrument, completeness of the questionnaire. Suggestions made were then incorporated into the final version of the questionnaire.

Distribution of the Instrument

Table I shows the distribution of subjects who were sent the questionnaire. Of the 29 teachers, 27 were female and two were male.

TABLE I
SEX OF SUBJECTS WHO WERE SENT
THE QUESTIONNAIRE

Male	Female	Total
2	27	29

Table II shows the distribution of subjects who were interviewed. Of the seven teachers, all living in the Edmonton region, one was male and six were female.

TABLE II
SEX OF SUBJECTS WHO WERE INTERVIEWED

Male	1
Female	6
Total	7
Percentage of Population	24.4

III. COLLECTION OF DATA

A letter from the Chairman of the Department of Elementary Education at the University of Alberta was mailed to the 29 subjects. The letter provided the subjects with an introduction to the study; it also provided the researcher with the endorsement of the University. A copy of the letter will be found in Appendix B.

One of the letters was returned to the investigator with a notation showing an incorrect address. Following this, it was decided to telephone each subject in order to confirm his address.

After a confirmation of the mailing addresses, each questionnaire was coded and then mailed with a self-addressed stamped return envelope. A copy of the cover letter may be found in Appendix C. Fifteen of the questionnaires were completed and returned to the investigator within two weeks.

At the end of a two-week period following the sending of the questionnaire, a follow-up letter was sent to the individuals who had not responded. This procedure brought three more questionnaires.

A second method of follow-up was by means of the telephone. Nine more teachers living in the Edmonton area were contacted, and of these, six responded. Table III shows the distribution and return of the questionnaire.

TABLE III
DISTRIBUTION AND RETURN OF THE QUESTIONNAIRE

Questionnaires Distributed	29
Questionnaires Returned	24
Percentage Returned	82.7

IV. DATA ANALYSIS

The scores to each item in the questionnaire could not be added together to produce a meaningful total score; therefore, it was necessary to analyze the responses to each item on an individual basis.

Item six of the General Section of the questionnaire was designed to seek answers to the first research question of the study: What is the general reaction of the teachers toward Ed. C.I. 426? Responses to the question were classified according to a modification of Scherwitzky's classification scheme.

Item seven of the General Section was designed to seek answers to the second research question of the study: What do the teachers perceive to be the most useful feature of their course work in Ed. C.I. 426? The responses to this question were classified according to a modification of Clarke's classification which included frequency of mention and percentage distribution of responses.

Item eight was designed to seek answers to the third research question of the study: What do the teachers perceive to be the deficiencies of the preparation as offered by Ed. C.I. 426? The responses to this question, too, are classified and reported according to a modification of Clarke's method.

Item nine of the General Section was designed to seek answers to the fourth question of the study: What changes, if any, do the

teachers recommend? Responses to this question were also classified according to Clarke's method.

Items 10-19 of the Course Content Section of the questionnaire were designed to seek answers to the fifth research question: Which areas of content do the teachers identify to be "useful" and which do they identify to be "not useful"? A frequency count was conducted for each of the two categories - "useful" and "not useful" and the frequencies were reported.

Items 20-24 of the Curriculum Section were designed to seek answers to the sixth research question of the study: Which areas of the curriculum do the teachers identify to be "effective" and which do they identify to be "inadequate"? The responses were then presented in a frequency distribution table together with percentage equivalents.

Item 25 was designed to measure internal validity. This item together with the responses given to item six provided the investigator with information concerning a subject's view of the course. Item 25 was also designed to seek answers to the seventh research question: To what extent do the teachers feel that Ed. C.I. 426 has prepared them for curriculum responsibilities?

The personal history of the subjects provided the variables by which it was possible to study whether there were significant differences in the educator's responses to each of the above research questions on the basis of his background.

CHAPTER IV

THE FINDINGS

In this chapter the first section reports on the reliability of the research instrument. The second section describes the findings with regard to the responses made by the teachers to the items on the questionnaire.

I. RELIABILITY OF RESPONSES

A reliability check of the instrument was made by establishing whether or not respondents would, upon interview, give the same response as was originally submitted. Specifically, an attempt was made to determine whether the mode of response and the response were related.

The first seven subjects who responded to the questionnaire and who lived in the geographic area of Edmonton, were selected for interview. The interviews were conducted one month after the date that the questionnaires had been completed and returned.

A personal interview was arranged and conducted with the selected subjects. Each subject was requested to assist the researcher by answering again the open-end portion of the questionnaire. It was found that the first subject interviewed was hesitant to respond. Thus, a telephone interview was attempted with the second subject. It was found that this mode was more satisfactory in that the subject did not show signs of restraint. For the

investigator, too, the telephone interview had an added advantage: that of making it possible to record pertinent information without distracting the subject. It is for these reasons that the remaining five subjects were interviewed by telephone.

A comparison was made of the written and the oral responses to the items. In this comparison, it was revealed that the responses submitted by the written questionnaire were the same as the ones given one month later by telephone. Therefore, the mode of response and the response were not related, that is, the questionnaire elicited the same information as did the interviews.

II. DISTRIBUTION OF RESPONSES ACCORDING TO ITEMS ON THE QUESTIONNAIRE

The bases for the analysis of the population were their background history variables as indicated by the Personal History section of the instrument. Tables IV to IX show the distribution of the respondents in terms of each of the Personal History variables. The data of the tables are discussed below.

Variable 1: Position

Of the 24 respondents, all were classroom teachers. Table IV indicates that 22 subjects were female and two were male. The table also shows that the instrument was distributed to a total of 29 teachers; therefore, 82.7 per cent of the questionnaires were completed and returned to the investigator.

Variable 2: Level of Teaching

Table V shows the distribution of teachers according to the grade level at which they were teaching. There were no teachers currently working at the nursery school or kindergarten level. Six were at grade one level, four at grade two, six at grade three, and eight at other levels. Of the subjects that were working with children in areas other than preschool or primary education, two were at grade four level, one was at grade six and four were at grade five level. One subject was shown to be working with a class of trainable retarded children.

Variable 3: Years of Experience

Table VI shows that 54 per cent of the teachers were in their first year of teaching. The remaining 11 teachers indicated that their years of experience ranged from 2 to more than 10 years. The maximum number of years of experience reported was 23.

Variable 4: Situations in Which Teachers Found Themselves

Table VII reveals that 62 per cent of the teachers were working in self-contained classrooms. Of the remaining 37 per cent, 3 reported to be in non-graded situations, one was in an open area and 3 were working in a system of departmentalization.

Variable 5: Years of Teacher Education

Table VIII indicates that 71 per cent of the teachers had four years of teacher education and that 21 per cent had 3 years and 8 per cent had more than 4 years.

TABLE IV
NUMBER AND PERCENTAGE OF RESPONDENTS WITH RESPECT
TO VARIABLE 1: POSITION

Position	Male	Female	Total Respondents	Total Possible	Not Returned	Per Cent Returned
Teacher	2	22	24	29	5	82.7

TABLE V
DISTRIBUTION OF RESPONDENTS AND PERCENTAGE FIGURES
ACCORDING TO LEVEL AT WHICH THEY WERE
TEACHING

Level	Number	Percentage
Nursery - Kindergarten	0	0
Grade One	6	25.0
Grade Two	4	16.7
Grade Three	6	25.0
Other	8	33.3
Total	24	100.0

Variable 6: Major Field

Table IX shows that 88 per cent of the teachers had Early Childhood Education as their major field of study and that 12 per cent had other major fields.

TABLE VI
NUMBER AND PERCENTAGE DISTRIBUTION OF YEARS
OF EXPERIENCE

Years of Experience	Male	Female	Total	Percentage
One	2	11	13	54.5
Two-three	0	4	4	16.6
Four-five	0	1	1	4.1
Six-ten	0	2	2	8.2
More than ten	0	4	4	16.6
Total	2	22	24	100.0

TABLE VII
NUMBER AND PERCENTAGE DISTRIBUTION OF CLASSROOM
SITUATIONS IN WHICH SUBJECTS FOUND THEMSELVES

Classroom Situation	Number	Percentage
Self-contained	15	62.5
Other	9	37.5
Total	24	100.0

TABLE VIII
NUMBER AND PERCENTAGE DISTRIBUTION OF YEARS OF
TEACHER EDUCATION

Years of Teacher Education	Number	Percentage
Three	5	20.8
Four	17	70.8
More than four	2	8.4
Total	24	100.0

TABLE IX
MAJOR FIELD OF TEACHERS BY NUMBER
AND PERCENTAGE

Major Field	Number	Percentage
Early Childhood Education	21	87.5
Other	3	12.5
Total	24	100.0

The Findings

This section deals with the findings relative to each of the six research questions as presented in Chapter I.

Question 1

What is the general reaction of the teachers toward Ed. C.I.
426?

The procedure followed to report this question is based on a modification of Scherwitzky's classification scheme. She concluded from her findings that responses concerning education courses could be subdivided into six categories.

In this study, the results of the tabulation to research question one are classified into five categories only. It was decided to omit Scherwitzky's category which dealt with "instructors of the course" as the subjects were instructed not to make reference to a specific instructor. Following the placement of responses into the five categories, a further classification was made. This classification was based on a system devised by Preston in which responses were grouped according to unfavorable or favorable comments.

The results of the tabulation are presented in Table X and tend to show that the teachers were generally dissatisfied with the content of the course but that the course was generally useful to primary teachers. Concerning views of the course, the teachers indicated that there was a need for such a course. As for comments regarding students taking the course, it was alleged that too many students took it only for credit. Finally, two subjects indicated that the course might be better placed as a second year course.

Much of the alleged criticism of education courses reported

TABLE X

GENERAL REACTION OF SUBJECTS TO ED. C.I. 426

Category	Favorable Comments	Unfavorable Comments
Content of Course	N=0	N=3 Three-fourths of the year was spent in having instructors from other departments lecture in areas already studied. Most of the course covers detail that hasn't much practical value. It was a repetition of courses in my major field so that it didn't provide me with that much more information.
Usefulness of Course	N=5 Beneficial to primary teachers. The only course that gave me any concrete material to use in the classroom. A helpful course toward understanding young children. Helpful with ideas in programming and in obtaining materials.	N=3 It would be useful if it had some changes. The course was geared for kindergarten which made it not at all useful. If you take Creative Drama, Children's Literature, Art, the course does not contribute much extra.

TABLE X (continued)

Category	Favorable Comments	Unfavorable Comments
	Extremely useful as it deals with the total child.	
Views of the Course	N=8 A very interesting course because it emphasizes the practical aspects of education. (2)* It is very valuable for those who intend to work with young children. (3) It is a valuable course for teaching trainable retarded children. (1) It is a valuable course for anyone in the Early Childhood route. (1) It provided a good opening for you to follow-up on your own, but you had to work at it. (1)	N=6 I would suggest another course. It was, without a doubt, the least interesting course of my last seven courses. I didn't get too much out of the course applicable to teaching. There needs to be such a course, however, the course as it existed was inadequate. Don't take the course if you don't have to. Ed. C.I. 426 was so basic and theoretical that I did not find it interesting.
Students Taking the Course	N=0	N=1
		Too many students in it took it only for credit and therefore found it boring and useless.

* Numerals in parentheses refers to frequency of responses.

TABLE X (continued)

Category	Favorable Comments	Unfavorable Comments
Placement of the Course	N=0	N=2 The course was not valuable as a fourth year course. It might be better as a second year course before we take all the other courses required in our major field.

by Lemons (1965) was also the criticism given by the subjects in this study. The negative criticism expressed includes the following: overlap with other courses, repetition of other courses, too theoretical, hasn't much practical value, and the least interesting course I ever took.

Question 2

What do the teachers perceive to be the most useful feature of their course work in Ed. C.I. 426?

Item 7

The procedure followed to report on this question was to prepare a list of the responses as they appeared on the questionnaire. Following this, the responses were grouped into categories. The questionnaires were once again reviewed, this time on the basis of a subject's personal background history together with the developed categories of responses. Table XI shows the variables and the categories of responses which reveal the identified useful features of Ed. C.I. 426.

Research assignments which included preparation of a study on one child and preparation of a study on a group of children were identified as the most useful features of the course. The second most useful area identified is the observation and study of children. Contribution of guest lecturers was regarded as the third most useful feature. Other areas identified to be useful in order of frequency include the following: study of subject area

TABLE XI

VARIABLES AND MOST USEFUL FEATURES OF COURSE

Personal History Variables	Research Assignments	Observation of Children	Guest Lecturers	Subject Area Content
1. Position	Teacher (24)* Other (0)	5 0	5 0	4 0
2. Grade Level	Primary (16) Other (8)	3 2	4 1	3 1
3. Years of Experience	New (13) Other (11)	2 3	2 3	2 2
4. Classroom Situation	Self-contained (15) Other (9)	2 3	3 2	2 2
5. Years of Teacher Education	Three (5) Four (17) More than four (2)	3 9 1	3 3 1	0 4 0
6. Major Field	Early Childhood (21) Other (3)	12 1	4 1	4 0

* Numerals in parentheses refer to N

TABLE XI (continued)

Personal History Variables		Sharing of Ideas With Others	Theories of Child Development	Information for Programming	Information on Instruct- ional Aids
1. Position	Teacher (24)*	4	3	2	1
	Other (0)	0	0	0	0
2. Grade Level	Primary (16)	4	2	1	1
	Other (8)	0	1	1	0
3. Years of Experience	New (13)	3	1	0	1
	Other (11)	1	2	2	0
4. Classroom Situation	Self-contained (15)	2	3	1	1
	Other (9)	2	0	1	0
5. Years of Teacher Education	Three (5)	1	0	1	0
	Four (17)	3	1	1	1
	More than four (2)	0	2	0	0
6. Major Field	Early Childhood (21)	4	1	2	1
	Other (3)	0	2	0	0

* Numerals in parentheses refer to N

content, sharing ideas with experienced teachers, information for programming, theories on child development, information on instructional aids.

Question 3

What do the teachers perceive to be the deficiencies of the preparation as offered by Ed. C.I. 426?

Item 8

Table XII provides the results of the opinions of the teachers with regard to the features of Ed. C.I. 426 which contributed to their preparation in a limited way only.

The greatest number of subjects identified the aspect of the course which dealt with the History of Early Childhood Education as contributing in a limited way. As said by one subject:

History of various educators may be interesting but not too useful when one is concerned with the here, now and future of education.

Course emphasis on the very young child was identified to be the second area of limited value. The opinion expressed by one subject can serve as an illustration of others. She said:

Emphasis was placed only on the age group four to six and I do not expect to work here . . . This course would be more effective if it stressed children four to eight.

The repetition of other courses received four mentions and was the third area identified to be of limited value. Subjects did point out that the greatest overlap was with the required educational

TABLE XII
VARIABLES AND FEATURES WHICH CONTRIBUTED IN A LIMITED WAY
TO TEACHER PREPARATION

Personal History Variables	History of Early Childhood Education	Emphasis on Very Young Children	Repetition of Other Courses	Too Few Classroom Visits	Considering The Aims of Education
1. Position	Teacher (24)* Other (0)	5 0	4 0	2 0	2 0
2. Grade Level	Primary (16) Other (8)	3 2	2 2	1 1	2 0
3. Years of Experience	New (13) Other (11)	2 3	2 2	1 1	1 1
4. Classroom Situation	Self-Contained (15) Other (9)	4 1	2 2	1 1	2 0
5. Years of Teacher Education	Three (5) Four (17) More than four (2)	1 4 0	0 4 0	0 1 1	0 2 0
6. Major Field	Early Childhood (21) Other (3)	5 0	4 0	1 1	2 0

* Numerals in parentheses refer to N

TABLE XII (continued)

Personal History Variables	Emphasis on Kindergarten Organization	Most Course Content	The Exams	Some Group Work	The Case Study of One Child
1. Position	Teacher (24)* Other (0)	2 0	2 0	2 0	1 0
2. Grade Level	Primary (16) Other (8)	1 1	2 0	1 1	1 0
3. Years of Experience	New (13) Other (11)	1 1	2 0	0 2	0 1
4. Classroom Situation	Self-contained (15) Other (9)	0 2	0 2	2 0	1 0
5. Years of Teacher Education	Three (5) Four (17) More than four (2)	0 2 0	1 1 0	2 0 0	0 0 1
6. Major Field	Early Childhood (21) Other (3)	2 0	2 0	1 1	0 1

* Numerals in parentheses refer to N

psychology courses. One individual explained that the lectures were merely reviews of other courses available on the University of Alberta campus. A comment made by one subject was:

. . . the speakers from the various departments were interesting, if you had not already taken their course.

Two mentions each were made with reference to the following: too few visits to classrooms, consideration of the aims of education, the emphasis placed on physical arrangements and organization of a kindergarten, most of the course content, the exams, and some of the group work. One subject considered the case study of a preschool child to have limited value.

Question 4

What changes, if any, do the teachers recommend?

Item 9

Table XIII contains a summary of the teachers' recommendations for change in order of frequency of mention. More experiences in working with children at the Kindergarten and the Primary levels of education was recommended by the greatest number of subjects. The second most frequently mentioned recommendation concerned that of more intense study of subject areas. Although the teachers recognized the need to examine a variety of subject area content, they indicated that too many subject areas had been dealt with in the course, which, in turn resulted in only a superficial look at each of them.

More research on child development in our present society and

TABLE XIII
VARIABLES AND RECOMMENDED COURSE CHANGES

Personal History Variables	More Work With Children	More Guest Lecturers For Longer Time	More Study of Subject Area Content	More of Equipment and Materials	More on Evaluation
1. Position					
Teacher (24)*	15	5	4	3	2
Other (0)	0	0	0	0	0
2. Grade Level					
Primary (16)	9	2	3	3	2
Other (8)	6	3	1	0	0
3. Years of Experience					
New (13)	9	3	2	3	2
Other (11)	6	2	2	0	0
4. Classroom Situation					
Self-contained (15)	9	2	3	1	2
Other (9)	6	3	1	2	0
5. Years of Teacher Education					
Three (5)	3	1	1	0	0
Four (17)	11	4	3	1	2
More than four (2)	1	0	0	2	0
6. Major Field					
Early Childhood (21)	13	4	4	3	2
Other (3)	2	1	0	0	0

* Numerals in parentheses refer to N

TABLE XIII (continued)

Personal History Variables		More on Psychology of Young Children	More on Preparing of Lessons	Determine Students Background	More on Parent Teacher Roles	More Group Work	Research on Today's Child
1. Position	Teacher (24)*	2	2	2	1	1	1
	Other (0)	0	0	0	0	0	0
2. Grade Level	Primary (16)	0	2	2	1	0	0
	Other (8)	2	0	0	0	1	1
3. Years of Experience	New (13)	1	1	1	1	0	0
	Other (11)	1	1	1	0	1	1
4. Classroom Situation	Self-contained (15)	2	0	2	0	0	1
	Other (9)	0	2	0	1	1	0
5. Years of Teacher Education	Three (5)	1	0	0	0	1	0
	Four (17)	1	2	2	1	0	0
	More than four (2)	0	0	0	0	0	1
6. Major Field	Early Childhood (21)	2	2	2	1	0	0
	Other (3)	0	0	0	0	1	1

* Numerals in parentheses refer to N

more guest lecturers for longer periods of time was the next most frequent recommendation. The preparation of lessons and units which could be tested while working with children in a variety of situations was also recommended. It should be noted that the teachers indicated that the value of such preparation was in application to future practical situations and not as a basis for term papers.

Two subjects also indicated that it would be useful to determine students' backgrounds in an attempt to eliminate the repetition of content of other courses. Further to this recommendation, one subject in a telephone interview suggested that the class might be grouped according to the subject areas in which they have had no previous courses. This idea may best be illustrated by an example. If a student had credit for a course in Creative Drama, it was felt that he should not be required to attend those lectures which dealt with that subject. Instead, the student could choose to work with another group in a different subject area.

Two mentions were made concerning a decrease in course content for the purpose of making the content more specific. A suggestion given by one subject as a possible direction the course may take follows: psychology theory, contemporary trends in Early Childhood Education and classroom experience with children.

The writing of fewer theoretical papers was also recommended and it was stressed that theory be used only as a basis to support work with children.

Question 5

Which areas of content do the teachers identify to be useful and which do they identify to be not useful?

Items 10-19

Table XIV shows the frequency of response and percentage distribution of teachers' opinions concerning the course content of Ed. C.I. 426. Responses to these items were classified in the following manner: Responses in categories one and two were interpreted to mean "not useful" and the responses in categories three and four were interpreted to mean "useful".

Of the 24 responses about 88 per cent of the subjects regarded the area which dealt with child development to be useful and about 80 per cent of the respondents regarded play useful. Program organization also received an 80 per cent useful mention. Three equally distributed areas of usefulness were the following: selected research, facilities and equipment and content of subject areas. Further to subject area content, several respondents made comments suggesting that too little time was provided for guest lecturers who were presenting information with regard to subject areas.

About 67 per cent of the subjects indicated that the aims and purposes of Early Childhood Education were useful and about 63 per cent regarded evaluation as useful. Fifty per cent of the subjects indicated that the aspect of the course which dealt with parent-teacher relationships was useful and only 25 per cent of the subjects regarded the area which dealt with the Great Educators in

TABLE XIV
NUMBER AND PERCENTAGE DISTRIBUTION OF
OPINIONS CONCERNING COURSE CONTENT

Area of Content	Useful		Not Useful	
	Number	Percentage	Number	Percentage
Child Development	21	87.5	3	12.5
Play	19	79.2	5	20.8
Program Organization	19	79.2	5	20.8
Selected Research	17	70.8	7	29.2
Facilities and Equipment	17	70.8	7	29.2
Subject Areas	17	70.8	7	29.2
Aims and Purposes of Early Childhood Education	16	66.9	8	33.3
Evaluation	15	62.5	9	37.5
Parent-Teacher Roles	12	50.0	12	50.0
Contribution of Great Educators To Early Childhood Education	6	25.0	18	75.0

Early Childhood as useful.

Table XV reports on the variables and teacher opinions regarding course content. Analysis of the teachers' responses revealed:

1. Over four-fifths of the subjects identified child development to be a useful part of the content of Ed. C.I. 426. The differences between the "not useful" and the "useful" responses made by the teachers revealed no consistent relationship between their opinions as they were subdivided on the basis of background variables.

2. About four-fifths of the teachers identified play to be "useful". All "not useful" responses with regard to play were those of primary teachers.

3. About four-fifths of the teachers regarded program organization as useful. All "not useful" responses with regard to program organization were primary teachers in self-contained classrooms.

4. About three-fourths of the teachers indicated that research assignments were "useful". Of the seven teachers who regarded research assignments to be "not useful", five were primary teachers.

5. About three-fourths of the teachers judged that aspect of the course which dealt with facilities and equipment to be "useful". Of these teachers, it was found that just over one-half of the primary teachers felt this aspect of the course was "useful".

TABLE XV

VARIABLES AND TEACHER OPINIONS REGARDING COURSE CONTENT

Personal History Variables	Child Development		Play		Program Organization		Research	
	Not Useful	Useful	Not Useful	Useful	Not Useful	Useful	Not Useful	Useful
1. Position								
Teacher (24)*	3	21	5	19	5	19	7	17
Other (0)	0	0	0	0	0	0	0	0
2. Grade Level								
Primary (16)	2	14	5	11	5	11	5	11
Other (8)	1	7	0	8	0	8	2	6
3. Years of Experience								
New (13)	1	12	3	10	3	10	4	9
Other (11)	2	9	2	9	2	9	3	8
4. Classroom Situation								
Self-contained (15)	2	13	3	12	5	10	4	11
Other (9)	1	8	2	7	0	9	3	6
5. Years of Teacher Education								
Three (5)	0	5	0	5	0	5	1	4
Four (17)	3	14	4	13	5	12	5	12
More than four (2)	0	2	1	1	0	2	1	1
6. Major Field								
Early Childhood (21)	3	18	4	17	5	16	5	16
Other (3)	0	3	1	2	0	3	2	1

* Numerals in parentheses represent N

TABLE XV (continued)

Personal History Variables	Facilities and Equipment		Subject Areas		Aims and Purposes of Early Childhood Education		Evaluation	
	Not Useful	Useful	Not Useful	Useful	Not Useful	Useful	Not Useful	Useful
1. Position								
Teacher (24)*	7	17	8	16	8	16	9	15
Other (0)	0	0	0	0	0	0	0	0
2. Grade Level								
Primary (16)	7	9	3	13	5	11	6	10
Other (8)	0	8	5	3	3	5	3	5
3. Years of Experience								
New (13)	5	8	4	9	5	8	5	8
Other (11)	2	9	3	8	3	8	4	7
4. Classroom Situation								
Self-contained (15)	5	10	7	8	6	9	6	9
Other (9)	2	7	1	8	2	7	3	6
5. Years of Teacher Education								
Three (5)	0	5	0	5	0	5	1	4
Four (17)	7	10	5	12	7	10	7	10
More than four (2)	0	2	2	0	1	1	1	1
6. Major Field								
Early Childhood (21)	7	14	6	15	7	14	7	14
Other (3)	0	3	2	1	1	2	2	1

* Numerals in parentheses represent N

TABLE XV (continued)

Personal History Variables		Parent-Teacher Roles		Contribution of Great Educators To Early Child- hood Education	
		Not Useful	Useful	Not Useful	Useful
1. Position	Teacher (24)* Other (0)	11 0	13 0	18 0	6 0
2. Grade Level	Primary (16) Other (8)	9 2	7 6	11 5	5 3
3. Years of Experience	New (13) Other (11)	5 6	8 5	12 6	1 5
4. Classroom Situation	Self-contained Other (9)	10 1	5 8	12 6	3 3
5. Years of Teacher Education	Three (5) Four (17) More than four (2)	2 7 2	3 10 0	3 15 0	2 2 2
6. Major Field	Early Childhood (21) Other (3)	9 2	12 1	17 1	4 2

* Numerals in parentheses represent N

It was further revealed that all of the teachers who were working at other levels found this aspect of the course useful.

6. About two-thirds of the teachers regarded course work in the subject areas to be "useful". Of these responses, about one-half of the primary teachers found this area useful whereas only about two-fifths of the teachers in other grades judged this to be "useful". Further analysis showed that almost half of the subjects who were working in self-contained classrooms felt that this area was "not useful" and that less than one-fifth of the subjects who were teaching in "other" situations found it to be "not useful".

7. Slightly over one-half of the teachers indicated that parent-teacher roles were a useful aspect of Ed. C.I. 426. Two-thirds of the teachers in self-contained classrooms felt that this aspect of the course was "not useful". Over four-fifths of the teachers working in other situations regarded this to be "useful".

8. Little difference of opinion is shown on the basis of the sub-divisions of the teachers on the background variables, for each of the remaining aspects of course content: (1) Aims and Purposes of Early Childhood Education, (2) Evaluation, (3) Contributions of Great Educators to Early Childhood Education.

Items for which differences of opinions were found to exist seemed to vary on the basis of the analysis under each of the different background variables. This section reports the items for which there seems to be a difference between the opinions of the

educators, dichotomously divided for each of the variables.

Variable 2: Grade Level

On the basis of the grade level at which the teachers were working, differences of opinions were revealed for the following items:

1. Play was reported to be a useful part of the course content to all teachers other than those in primary grades.
2. Program organization was reported to be a useful aspect of Ed. C.I. 426 to all teachers other than primary.
3. Information regarding facilities and equipment was reported to be useful to all teachers other than primary.

Variable 4: Classroom Situation

On the basis of the classroom situation in which the teachers were revealed with regard to the following items:

1. Program organization was reported to be a useful aspect of the course content for all teachers who worked in other than traditional classroom situations.
2. Subject area investigation was regarded to be useful to the greatest number of teachers in classrooms other than the traditional.
3. Parent-teacher roles were judged to be useful by over four-fifths of the teachers in situations other than traditional classrooms and only one-third of the teachers in traditional settings regarded this area to be "useful".

Question 6

Which areas of the curriculum do the teachers identify to be "effective" and which do they identify to be "ineffective"?

Items 20-24

The responses to these items were classified in the following manner. Responses in categories one and two were interpreted to mean "inadequate" and responses in categories three and four were interpreted to mean "effective". Following the classification, responses were then ordered in frequency of mention and reported in Table XV.

Examination of Table XVI will show that the teachers were generally dissatisfied with the curriculum of Ed. C.I. 426. Of these teachers, 75 per cent regarded the area which dealt with techniques of evaluating to be inadequate. One subject made this comment:

The course presented the need for different evaluation techniques but it wasn't successful in suggesting ways to evaluate, which I find to be a difficult task in teaching. I feel this aspect of teacher education is sadly lacking in all courses.

Sixty-seven per cent of the respondents identified as inadequate that aspect of the curriculum which dealt with developing objectives in behavioral terms. Fifty-nine per cent of the subjects regarded as inadequate the area of curriculum which dealt with planning of learning experiences. The area which dealt with the presentation of instructional materials was judged to be inadequate by about sixty-three per cent of the respondents.

Item 24, which investigated whether the curriculum of Ed. C.I. 426 provided help in developing teaching strategies, was judged "inadequate" by 55 per cent of the teachers.

TABLE XVI
NUMBER AND PERCENTAGE DISTRIBUTION OF TEACHERS' RESPONSES
FOR EACH AREA OF THE CURRICULUM OF ED. C.I. 426

Curriculum Area	Inadequate		Effective	
	Number	Percentage	Number	Percentage
Techniques of Evaluating	18	75.0	6	25.0
Developing Objectives in Behavioral Terms	16	66.7	8	33.3
Use of Instructional Materials	15	62.5	9	37.5
Planning Learning Experiences	14	58.4	10	41.6
Developing Teaching Strategies	13	54.2	11	45.8

It is shown in Table XVII that an analysis of teacher responses to Items 20-24 of the questionnaire revealed that the curriculum of Ed. C.I. 426 was regarded to be inadequate by the majority of teachers.

Variable 4 revealed a number of items for which differences of opinion were found to exist. This section reports the items in which these differences appear.

TABLE XVII

VARIABLES AND TEACHER OPINIONS REGARDING COURSE CURRICULUM

Personal History Variables	Techniques for Evaluating	Developing Objectives in Behavioral Terms		Planning Learning Experiences			
		Inadequate	Effective	Inadequate	Effective		
1. Position	Teacher (24)* Other (0)	18 0	6 0	16 0	8 0	14 0	10 0
2. Grade Level	Primary (16) Other (8)	11 7	5 1	10 6	6 2	9 5	7 3
3. Years of Experience	New (13) Other (11)	9 9	4 2	10 6	3 5	9 5	4 6
4. Classroom Situation	Self-contained (15) Other (9)	11 7	4 2	11 5	4 4	10 4	5 5
5. Years of Teacher Education	Three (5) Four (17) More than four (2)	3 13 2	2 4 0	1 14 1	4 3 1	2 11 1	3 6 1
6. Major Field	Early Childhood (21) Other (3)	15 3	6 0	15 1	6 2	12 2	9 1

* Numerals in parentheses represent N

TABLE XVII (continued)

Personal History Variables		Use of Instructional Materials		Developing Teaching Strategies	
		Inadequate	Effective	Inadequate	Effective
1. Position	Teacher (24)* Other (0)	15 0	9 0	13 0	11 0
2. Grade Level	Primary (16) Other (8)	9 6	7 2	7 6	9 2
3. Years of Experience	New (13) Other (11)	8 7	5 4	9 4	4 7
4. Classroom Situation	Self-contained (15) Other (9)	11 4	4 5	10 3	5 6
5. Years of Teacher Education	Three (5) Four (17) More than four (2)	2 12 1	3 5 1	2 10 1	3 7 1
6. Major Field	Early Childhood (21) Other (3)	13 2	8 1	11 2	10 1

* Numerals in parentheses represent N

Variable 4: Self-contained and Other Classrooms

On the basis of the classroom situation in which the teachers were working, differences of opinion were found to exist for the following items:

1. Planning learning experiences was reported to be inadequate by two-thirds of the teachers who were working in self-contained classrooms. Slightly less than half of the subjects who were working in situations other than self-contained classrooms judged this aspect of the course to be "inadequate".

2. Use of instructional materials was found to be inadequate by about three-fourths of the teachers in self-contained classrooms. It was further revealed that less than half of the teachers in other than self-contained classrooms judged this aspect of the curriculum to be inadequate.

3. Developing Teaching Strategies was judged to be inadequate by about two-thirds of the teachers in self-contained classrooms. Only one-third of the teachers working in situations other than self-contained regarded this area to be inadequate.

Question 7

How adequately do the teachers feel Ed. C.I. 426 has prepared them for curriculum tasks?

Item 25

As is shown in Table XVIII about 80 per cent of the teachers found that the preparation received in Ed. C.I. 426, in light of their curriculum work in the classroom, was inadequate.

TABLE XVIII

NUMBER AND PERCENTAGE DISTRIBUTION OF TEACHER RESPONSES TO
ITEM CONCERNING PREPARATION FOR CURRICULUM TASKS

Preparation for Curriculum Tasks	Number	Percentage
Adequate	5	20.8
Inadequate	19	79.2
Total	24	100.0

An analysis of the responses of the teachers which followed their indication of a "yes" or "no" responses to item 25 revealed six categories of responses. Table XIX presents the opinions of the teachers with regard to item 25. The favorable comments pointed out that the course provided assistance with identifying children's needs, which is an element of curriculum preparation. Another favorable comment expressed the opinion that the course provided information for program organization - another component of curriculum preparation.

The unfavorable comments expressed by the teachers with regard to the professional preparation as given by Ed. C.I. 426, may be divided into these categories: (1) placement of the course, (2) involvement with children, (3) need to investigate subject matter curricula in more depth, (4) need for more practical suggestions to be aimed at the four to eight-year-old, (5) need to extend the design of the course beyond that of the kindergarten level, (6) avoidance of repetition of other courses.

TABLE XIX

VARIABLES AND OPINIONS OF TEACHERS CONCERNING PROFESSIONAL PREPARATION
TOWARD CURRICULUM WORK

Variables	Favorable Comments			
	Course Made Me Look at The Whole Child	Course Helped Identify Children's Needs	Course Helped In Program Organization	Course Built Confidence
1. Position	Teacher (24)* Other (0)	1 0	2 0	1 0
2. Grade Level	Primary (16) Other (8)	0 1	1 1	1 0
3. Years of Experience	New (13) Other (11)	1 0	1 1	1 0
4. Classroom Situation	Self-contained (15) Other (9)	1 0	0 2	0 1
5. Years of Teacher Education	Three (5) Four (17) More than four (2)	0 1 0	0 2 0	1 0 0
6. Major Field	Early Childhood (21) Other (3)	1 0	2 0	1 0

* Numerals in parentheses represent N

TABLE XIX (continued)

Variables	Unfavorable Comments					
	PLACEMENT OF COURSE		INVOLVEMENT WITH CHILDREN	INVESTIGATION OF SUBJECT MATTER		
	Too General For First Year Course	Should Come After Classroom Experience	Lack of Sufficient Contact	Too Much Surface Study	No Information On Obtaining Resource Material	
1. Position	Teacher	2	1	3	3	1
	Other	0	0	0	0	0
2. Grade Level	Primary	2	1	1	3	1
	Other	0	0	2	0	0
3. Years of Experience	New	1	1	2	2	1
	Other	1	0	1	1	0
4. Classroom Situation	Self-contained	1	0	3	1	1
	Other	1	1	0	2	0
5. Years of Teacher Education	Three	0	0	0	0	0
	Four	2	1	1	3	1
	More than four	0	0	0	0	0
6. Major Field	Early Childhood	2	1	1	3	1
	Other	0	0	0	0	0

TABLE XIX (continued)

Variables	Unfavorable Comments			
	PRACTICAL SUGGESTIONS		DESIGN OF COURSE	REPETITION OF OTHER COURSES
	Didn't Show How to Use Materials	Course Aimed at K - No Ideas for Primary Grades	Course Needs To Be Extended Beyond Kindergarten	Course Tends to Repeat Other Ones In The Major Field
1. Position				
Teacher	2	6	2	2
Other	0	0	0	0
2. Grade Level				
Primary	2	6	0	1
Other	0	0	2	1
3. Years of Experience				
New	1	4	0	1
Other	1	2	2	1
4. Classroom Situation				
Self-contained	0	5	0	0
Other	2	1	2	2
5. Years of Teacher Education				
Three	0	0	1	0
Four	1	5	0	2
More than four	1	1	1	0
6. Major Field				
Early Childhood	2	4	0	2
Other	0	2	2	0

One teacher refers to the placement of the course when she writes:

To me Ed. C.I. 426 was a review of my major courses: English 398, Music 210, Physical Education 202, Art 230 that I had taken the previous three years. I didn't find that I learned anything more in it than I previously had learned except for a little about past educators contributions to Early Childhood Education. . . I wouldn't say the course had aided me very much in my curriculum tasks . . . Ed. C.I. 426, to be a beneficial fourth year course is much too general and covers too broad a field. I suggest it be used as the first course in Early Childhood Education to introduce the various subject areas. This would take a person from the general to the specific, rather than vice versa.

Other supporting reasons given by the teachers, with regard to item 25, may be found in Appendix E.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is composed of three sections. First is a discussion of the findings which were presented in chapter four. Following this conclusions are presented and finally several recommendations for further study are made.

I. SUMMARY OF FINDINGS

Findings obtained from the data secured in this study have been organized in the following manner: (1) Information concerning the personal history background of the subjects; (2) Responses concerned with the seven research questions.

Personal History Data

An analysis of the responses made by the teachers, to items one to six of the questionnaire, revealed the following information:

1. All of the subjects in the population sample were classroom teachers.
2. About two-thirds of the subjects were teaching at the primary level.
3. Over one-half of the teachers were in their first year of teaching.
4. About two-thirds of the teachers were working in self-contained classrooms.

5. Over two-thirds of the teachers had four years of teacher education.

6. About four-fifths of the teachers had Early Childhood as their major.

Question 1

A review of the analysis of the responses to item six of the questionnaire, which dealt with the teacher's general reaction to Ed. C.I. 426, revealed that more than one-half of the subjects made comments of an unfavorable nature with regard to the course. Of these comments:

1. About one-third of the teachers indicated that the content of the course was: (a) a repetition of the content of other courses in the Early Childhood sequence of courses; (b) that it offered little practical assistance.

2. One-half of the teachers regarded a course such as Ed. C.I. 426 to be of use to teachers who planned to work with young children.

3. About one-quarter of the teachers felt that the course provided them with inadequate preparation for real teaching situations.

4. About one-twelfth of the teachers indicated that the course may have been more useful if it had been offered as a second year course. These subjects further indicated that in a second year position, Ed. C.I. 426 could serve the purpose of being an introductory course in Early Childhood Education.

The teachers also pointed out that completion of Ed. C.I. 426 at a second year level would provide students with more information on which to base selection of the remaining courses in the Early Childhood sequence and too, to lessen the repetition of course content.

Question 2

The analysis of the teachers' responses to item seven of the questionnaire, which dealt with useful features of the course, indicated that over one-half of the teachers agreed that research assignments were the most useful features of the course. Of these teachers:

1. Two-thirds who were working in self-contained classrooms indicated that research assignments were the most useful and that only one-third who were working in situations other than self-contained classrooms reported research assignments to be "useful".

It may well be that situations which involve innovative teaching such as team teaching, non-graded organization and departmentalization may have previously involved teachers with research and therefore, course research assignments are judged to be less useful to these teachers.

Question 3

An analysis of the teachers' responses to item eight, which dealt with the deficiencies of Ed. C.I. 426, revealed the following:

1. History of Early Childhood Education was considered to be of limited value to the greatest number of teachers. Variable 2 (Grade Level) showed that of the sixteen primary teachers, nine

reported this aspect of the course to be of limited value; of the eight teachers working with other than primary classes, only one reported this to be of limited value.

On the basis of the subdivision provided by Variable 3 (Years of Experience), it was found that about one-third of the new teachers felt the History of Early Childhood Education was of limited value. Over one-half of the teachers with previous teaching experience identified this area of limited value.

Variable 4 (Classroom Situation) showed that about three-fifths of the teachers in self-contained classrooms judged this part of the course to be of limited value. Only slightly more than one-tenth of the teachers in classrooms other than the traditional reported it of limited value.

2. One-fifth of the teachers identified as limitations of the course: (a) emphasis on the young child, (b) repetition of the content of other courses in the Early Childhood sequence of courses.

3. About one-tenth of the teachers identified the following as deficiencies of the course: (a) infrequent classroom visits, (b) information concerning the Aims of Education, (c) kindergarten organization, (d) most course content, (e) the exams, (f) some group work.

4. The teachers reported that the subject matter of Early Childhood Education is children; a serious limitation of the course was that there were too few experiences in working with children.

Question 4

When the teachers were asked to recommend course changes, the analysis of their responses revealed that:

1. Two-thirds of the subjects indicated that there should be more work with children at the primary level (K-3). Slightly more than one-half of the primary teachers and three-fourths of the teachers working at levels other than primary felt this way.

Variable 3 (Years of Experience) showed that about three-fourths of the new teachers indicated the need for more work with children. Little difference appeared between the number of responses from teachers in self-contained classrooms (60 per cent) and teachers in classrooms other than self-contained (66 per cent). It would appear, therefore, that there is a high degree of consensus that an increase in experiences with children be investigated for future course presentations.

2. Other recommendations most frequently made were that the University provide: (a) more in-depth study of subject area content, (b) more information on the child in our present society, (c) more intensive study of equipment and other instructional materials, (d) more attention to evaluation not only in the course under investigation but in other curriculum and instruction courses, (e) psychology with implications made to working with young children, (f) more experiences in the preparation of lessons and units. This preparation was reported to be one of the major weaknesses of new teachers, (g) a system by which to assess students' backgrounds.

Question 5

Analysis of responses to items 10-19 of the questionnaire, which dealt with the areas of content of Ed. C.I. 426, revealed that the teachers generally regarded the content of the course as "useful".

About four-fifths of the teachers agreed that the following areas were useful:

1. Child development
2. Children's play
3. Program organization

About three-fourths of the subjects felt that the following areas were useful:

1. Research
2. Information concerning facilities and equipment
3. Investigation of subject area content.

About two-thirds of the subjects felt that useful topics were:

1. Aims and purposes of Early Childhood Education
2. Techniques of evaluation

About one-half of the subjects agreed that:

1. Information regarding parent-teacher relationships were useful.

About three-fourths of the subjects agreed that:

1. Information concerned with the great educators in Early Childhood Education was not useful.

Question 6

The analysis of responses to items 20-24 of the questionnaire, which dealt with the course curriculum, revealed that the teachers expressed general dissatisfaction with the curriculum of Ed. C.I. 426. Of the five components of the curriculum which were investigated in this study:

1. Over three-fourths of the subjects agreed that the aspect of the curriculum which dealt with evaluation was "inadequate".
2. About two-thirds of the subjects felt that:
 - a. The aspect of the course concerned with developing objectives was "inadequate".
 - b. The aspect of the course covering the use of instructional materials was "inadequate".
3. Over one-half of the subjects agreed that:
 - a. The section of the course concerned with planning learning experiences was "inadequate".
 - b. The section of the course which dealt with teaching strategies was "inadequate".

Question 7

Analysis of item 25 of the questionnaire, which dealt with the teachers' opinions regarding the preparation provided by Ed. C.I. 426 toward curriculum making tasks, revealed that the course apparently failed to meet the needs of the teachers.

Over four-fifths of the teachers made unfavorable comments

concerning the course. The following are illustrations of the comments: (1) Course design limited the scope of the course to Kindergarten which made the course not useful to other teachers. (2) Course failed to provide teachers with more practical and specific applications to theory. (3) Course content dealt with many areas, therefore, a superficial look only was provided into any one area.

II. CONCLUSIONS

Subject to the limitations of the study, the findings appear to justify the following conclusions:

1. The teachers needed preparation for teaching in a variety of school situations namely in: (a) self-contained classrooms, (b) departmentalized classrooms, (c) non-graded schools, (d) team teaching.

2. Research assignments which included a study of children were regarded to be the most valuable aspects of the course.

3. History of Early Childhood Education was considered to be the least valuable aspect of the course.

4. It was recommended by the teachers that the preparation as offered by Ed. C.I. 426 could have been improved had there been: (a) more experiences with children, (b) more guest lecturers for longer periods of time, (c) more specific preparation for actual classroom conditions.

5. It can be concluded, on the basis of the teachers' recommendations for change, that subsequent versions of the core course in

Early Childhood Education should witness: (a) less emphasis on the History of Early Childhood Education, (b) an extension of course focus to include the five to eight year old child, (c) an investigation into the background of students, (d) an increase in the number and length of time allocated to guest lecturers, (e) an increased emphasis on evaluation, (f) a decrease in content.

6. Excepting the History of Early Childhood Education, all other areas of the content of Ed. C.I. 426 were regarded to be "adequate" by the teachers.

7. The curriculum of Ed. C.I. 426 was judged to be highly "ineffective" which tended to make the teachers feel that they were inadequately prepared to perform classroom curriculum tasks. This finding suggests that the instructors of the course should study their course and determine whether they are giving a course in curriculum and instruction or whether they need to modify the preparation.

8. Areas of teaching difficulty as perceived by the teachers and areas of teaching difficulty as seen by the instructors of the course are not substantially the same. This finding gives support to the necessity for an improved analysis of the needs of the schools.

9. It appears that an institution preparing teachers has a vast potential in teachers who are willing to contribute to the evaluation of their teacher education programs. Their practical knowledge and acquaintance with problems can be helpful as a source which may well close the gap between theory and practice - one

of the major difficulties encountered by teachers. A follow-up study of teachers' opinions can serve the purpose of providing the faculty with information regarding the problems of teachers in the classrooms.

10. Teachers who are no longer part of the teacher education program are willing to respond in a rather uninhibited manner to an investigation of a program of teacher education.

11. An institution preparing teachers could expect responses to an unsigned questionnaire from approximately four-fifths of its teachers.

12. Procedures to insure anonymity of responses are not required in an institutional follow-up. It was found, in this investigation, that most subjects failed to remove the cover letter, on which the name of the respondent was printed.

III. RECOMMENDATIONS

The following recommendations for the improvement of the Early Childhood teacher education program at the University of Alberta seem warranted by the findings of this investigation. It is recommended that:

1. The University organize and carry out a program of follow-up studies so that frequent appraisals may be made of the effectiveness of its teacher education program and to insure the continuous improvement of its program in light of the needs of the teachers. It is further recommended that, wherever possible, an attempt be made

to structure the data-gathering instrument so as to obtain from the respondents opinions not only of existing conditions but also on what ought to be.

2. The University should investigate the courses in the Early Childhood Education sequence to find out, if possible, what can be done to make these courses more valuable to prospective Early Childhood majors. These courses should be studied particularly with reference to: (a) teaching theory so that its relation with practice is understood, (b) preparing prospective teachers to meet the actual conditions they will face as teachers, (c) providing experience with children in order to demonstrate and provide practice in what is being taught.

3. The University should work out a co-operative arrangement with the public schools to provide in-service assistance to beginning teachers.

4. The public schools should provide beginning teachers with more assistance than is now given to them.

5. It is recommended that a prerequisite or corequisite to a senior course in Early Childhood Education include courses in child development, individual differences and value systems. It is further recommended that the courses be taken from the departments of psychology and sociology.

6. Instructors of a course should examine the program they offer and seek to determine whether the course fulfils the purpose for which it is intended.

SELECTED REFERENCES

- American Educational Research Association. Perspectives of Curriculum Evaluation. Robert Gagne. Curriculum Research and the Promotion of Learning, 1967.
- Barr, A.S., Singer A., "Evaluative Studies in Teacher Education", Journal of Teacher Education, 4:65-72, March, 1953.
- Beaty, Edgar. "Follow-up Study of Teacher Education Graduates as a Basis for Institutional Improvement." Peabody Journal of Education, Vol. 46:298-302, March, 1969.
- Best, John W. Research in Education. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1959.
- Blackman, A.F., J.L. Fletcher, and S.M. Yanofsky. "Students Rate Their Profs and Courses," Phi Delta Kappan, 48:266-269, February, 1967.
- Clark, S.C.T., and Kathleen Kennedy. Teacher's Evaluation of Their Preparation for Teaching. Research Monograph No. 3. Edmonton: Alberta Teachers' Association, 1962, 63 pp.
- Ende, Russel, "An Evaluation of the Elementary Teacher Education Program at North Park College." Thesis Presented to the School of Psychology and Education of the University of Ottawa. Des Plaines, Illinois, 1962.
- Featherstone, Joseph. The New Republic. New York: Pitman Publishing Corporation, 1967. (Reprint).
- Fischler, Abraham S. "The Methods Course -- Why?" Journal of Teacher Education, Vol. 12:201-204, October, 1961.
- Frost, J.L. "Seventies -- A Time for Giant Steps." Childhood Education, 46:4-13, September, 1969.
- Goldgruber, John. "Study of the Pre-Service Education of Teachers Graduated From Three Wisconsin Teacher Training Institutions." A Thesis Submitted to the Graduate School of the University of Wisconsin, June, 1957.
- Good, Carter V., A.S. Barr, and Douglas E. Scates. The Methodology of Educational Research. D. Appleton-Century Company Inc., 1935.
- Good, Carter V., Douglas E. Scates. Methods of Research. Appleton-Century Crafts Inc., 1954.
- Jahoda, M., M. Deutsch, and Stuart W. Cook. Research Methods in Social Relations. The Dryden Press, New York, 1955.

- Joyce, Bruce R., Richard E. Hodges. "A Rationale for Teacher Education," Elementary School Journal, 66:254-266, February, 1966.
- Kerlinger, Fred N. Foundations of Behavioral Research. Holt, Rinehart and Winston, Inc. New York, 1964.
- Lane, Patricia A. "The Preparation of First Year Elementary Teachers for Teaching English and Children's Literature." A Thesis Submitted to the Faculty of the Graduate School of the University of Minnesota. December, 1966.
- Lemons, L.A. "Education Courses -- Opinions Differ on Their Value." N. E. A. Journal, 54:26-28, October, 1965.
- Lowell, Keith, Paul Blake, and Sidney Tiedt. Contemporary Curriculum in the Elementary School, Harper & Row, New York, 1968.
- McGrath, E.J., C.H. Russell. "Too Much Emphasis on Methods Courses?" Excerpts from "Are School Teachers Liberally Educated?" Education Digest, 27:25-27, October, 1961.
- McMakin, L. "On the Function of Methods Courses," Educational Forum, 29:25-29, November, 1964.
- McPhie, Walter E. "Mickey Mouse and Teacher Education." Journal of Teacher Education, 18:321-324, Fall, 1967.
- Parten, M. Surveys, Polls and Samples. New York: Harper & Row, 1950. Chap. I.
- Pettit, M.L. "What College Graduates Say About Education Courses." Journal of Teacher Education, 15:378-81, December, 1964.
- Preston, R.C. "Education Graduates View Education and Academic Courses." School and Society, 92:233-7, Summer, 1964.
- Scherwitzky, Marjorie. "Attitudes of Students Toward Education Courses at the State University College, Oneonta, New York." Journal of Teacher Education, 15:204-209, 1964.
- Tyler, Louise, and Laura Okumu. "A Beginning Step. A System for Analyzing Courses in Teacher Education." Journal of Teacher Education, 16:438-444, December, 1965.
- Wampler, Frederick. "An Analysis of the Strengths and Weaknesses of the Teacher Education Program at Bridgewater College, Based Upon a Follow-up Inquiry of Graduates of Three Consecutive Years." A Thesis Submitted to the Faculty of the Graduate School of the University of Maryland, 1959.

Willis, David E. "Learning and Teaching in the Methods Course."
Journal of Teacher Education, 19:39-46, Spring, 1968.

Zulauf, Romeo. "An Appraisal of Selected Aspects of a Teacher
Education Program at the North Illinois State Teachers College
Based Upon a Follow-up Inquiry of Beginning Secondary School
Teachers, June, 1956.

APPENDICES

APPENDIX A

Final Version of Questionnaire

PERSONAL HISTORY

1. What is your present position?

_____ a regular classroom teacher

_____ a school administrator with teaching duties

_____ a school administrator with no teaching duties

_____ other. (Specify) _____

2. Are you teaching in:

_____ Nursery Class _____ Grade One _____ Grade Three

_____ Kindergarten _____ Grade Two _____ Other (Specify)

3. How long have you taught in: (Please insert numeral)

_____ Nursery Class _____ Grade One _____ Grade Three

_____ Kindergarten _____ Grade Two _____ Other (Specify)

4. In what type of classroom are you working?

_____ Self-contained _____ Non-graded

_____ Departmentalized _____ Other (Specify) _____

5. How many years of teacher education do you have?

_____ 2 years _____ B.Ed. degree

_____ 3 years _____ More than 4 years

_____ 4 years _____ Other (Specify) _____

GENERAL

6. Suppose a colleague were to ask you about Ed. C.I. 426, without reference to a specific instructor, what would you say?

7. What was the most useful feature of your course work in Ed. C.I. 426?

8. What features of Ed. C.I. 426, if any, contributed only in a limited way to your preparation?

9. Suppose Ed. C.I. 426 were to be altered, what changes would you recommend?

COURSE CONTENT

With regard to the content of Ed. C.I. 426, please indicate your reactions to the following by marking the appropriate category with an X.

1. Not At All Useful
2. Not Very Useful

3. Quite Useful
4. Highly Useful

10. A consideration of the aims and purposes of Early Childhood Education.	1.	2.	3.	4.
--	----	----	----	----

11. A consideration of the contributions of Great Educators to Early Childhood Education.	1.	2.	3.	4.
---	----	----	----	----

12. A consideration of child development.	1.	2.	3.	4.
---	----	----	----	----

13. A consideration of selected research.	1.	2.	3.	4.
---	----	----	----	----

1. Not At All Useful
2. Not Very Useful

3. Quite Useful
4. Highly Useful

14. A consideration of facilities and equipment.	1.	2.	3.	4.
--	----	----	----	----

15. A consideration of program organization patterns.	1.	2.	3.	4.
---	----	----	----	----

16. A consideration of children's play.	1.	2.	3.	4.
---	----	----	----	----

17. A consideration of subject area content - mathematics, music, etc.	1.	2.	3.	4.
--	----	----	----	----

18. A consideration of parent-teacher relationships.	1.	2.	3.	4.
--	----	----	----	----

19. A consideration of evaluation.

1.	2.	3.	4.
----	----	----	----

CURRICULUM

Please indicate your reactions to the Ed. C.I. 426 curriculum by marking the appropriate category with an X. Please include comments.

1. Definitely Inadequate
2. In a Limited Way

3. Quite Effective
4. Highly Effective

20. Have the learning experiences in this course helped you to increase your skill in developing objectives for your lessons and units in behavioral terms?

1.	2.	3.	4.
----	----	----	----

21. Did this course help you to plan learning experiences for your pupils?

1.	2.	3.	4.
----	----	----	----

22. Did this course help you to develop different teaching methods and strategies?

1.	2.	3.	4.
----	----	----	----

23. Did this course present ways of using a wide variety of instructional materials?

1.	2.	3.	4.
----	----	----	----

24. Did this course encourage you to develop a variety of evaluation techniques?	1.	2.	3.	4.
--	----	----	----	----

25. With regard to the curriculum tasks you have encountered in teaching this year, do you feel that Ed. C.I. 426 has given you adequate professional preparation?

_____ Yes

_____ No

Please discuss.

26. Would you like a resume of the findings of this study?

_____ Yes

_____ No

27. Is Early Childhood Education your major?

_____ Yes

_____ No

APPENDIX B

Letter of Introduction



April 21, 1970

Dear Colleagues:

To improve our programs in the Faculty of Education, it is very important that we be concerned with the reactions of teachers to the courses which they completed. One of my graduate students, Mrs. Patricia Shanahan, has undertaken to do a follow up study of teacher's reactions to the preparation they received in Ed.CI 426. We are hoping to investigate the strengths and weaknesses of the course and to put forward recommendations for changes in the future.

Mrs. Shanahan's study will provide us with guidelines in our attempt to examine the objectives and the activities of Ed.CI 426. She is well qualified to conduct this research as she has been doing her graduate study in early childhood education during 1969-70. Also, in Summer Session 1970 she will be assisting the instructor of Ed.CI 426 as a seminar leader.

The project can be completed only with your assistance. I would appreciate very much, therefore, your cooperating with Mrs. Shanahan in her research.

APPENDIX C

Cover Letter

10335 - 50 Street
Edmonton 80, Alberta
April 30, 1970

Dear

I understand that Dr. Horowitz has already communicated with you regarding my study. For my Master's thesis, I have undertaken an investigation of teachers' reactions to their preparation as offered by Ed. C.I. 426. The study hopes to obtain your reactions to Ed. C.I. 426 as it was presented and seeks recommendations for changes in the course.

The enclosed questionnaire has been sent to all teachers who took the course in the winter session of 1969-70 and who are now teaching. This study can be completed only with your assistance. The reactions of all the teachers in this group are needed to give us a valid study. I would very much appreciate a half hour of your time in order to help me with this project.

Please try to have this questionnaire returned to me by May 14. A stamped, self-addressed envelope has been provided for your convenience.

If you desire a resumé of this study, please mark yes in the appropriate place on the questionnaire and indicate the name and the address to which it should be sent.

Sincerely,

(Mrs.) Patricia Shanahan

PS/lt

Encl.

APPENDIX D

Follow-up Letter

10335 - 50 Street
Edmonton 80, Alberta
May 14, 1970

Dear

I hope you have received the letter and questionnaire, which I mailed to you about ten days ago concerned with your opinion of the preparation you received in Ed. C.I. 426.

Perhaps you have already returned this questionnaire. If so, please accept my thanks. If it has not yet been returned, your co-operation would be greatly appreciated. Progress on this study cannot proceed without your help.

If you do not have a copy of this questionnaire, I will forward another one to you immediately.

You may contact me at the following numbers:

Office - 432-4369
Home - 466-0094 (after five)

If you have not already mailed this questionnaire, please phone me so that I may arrange to pick it up personally. I am making this request because of the possibility of a postal workers strike. I wish to avoid the possibility of your questionnaire being delayed in the post office if a strike does occur.

Yours truly,

(Mrs.) Patricia Shanahan

PS/lt

APPENDIX E

Teachers Comments Regarding
Professional Preparation
As Given By Ed. C.I. 426

FAVORABLE COMMENTS

"The course has changed my attitude toward the total outcome of the individual child within my classroom. I was always concerned with the intellectual and academic outcome; I am now more concerned with the child's total development and am therefore very concerned with his social behavior, his growth patterns."

"I was able to organize a timetable for retarded children because of the knowledge gained in important areas for very young children, i.e. talking time, play period, story period. It also made me familiar with the Peabody Kit, Language experience charts."

"It's the only course that gave me some confidence that I could be a teacher."

"Term papers have taught me some powers of observation and understanding of children's needs in general. The course was helpful in the area of child development with particular emphasis on Piaget's theories."

UNFAVORABLE COMMENTS

"To me Ed. C.I. 426 was simply a review, generalizations from my major courses: English 398, Music 210, Physical Education 202, Art 230, that I took the previous three years. I didn't find that I learned anything more in it than I had previously learned except for a little about past educators' contributions to Early Childhood Education. The course endeavors to teach in one year something that took me three years to learn. Following from this, I wouldn't say the course has added me much in my curriculum tasks. Ed. C.I. 426, to be a truly beneficial fourth year course, is much too general and tries to cover too broad of a field. I suggest that it be used as the first course in Early Childhood Education to introduce the various subject areas. This would take the person from the general to the specific rather than vice versa."

"It is difficult for a course such as Ed. C.I. 426 to give adequate preparation in all areas. Perhaps this course could be used as the basis for Early Childhood Majors with perhaps one-half courses in all of the subject areas, based on the Early Childhood aspect of each and with considerable practical work done throughout each course."

"There is just no way that one course could adequately prepare anyone for what is around the corner in a classroom - more attention to behavioral problems, the limitations of the grade one child and reading and co-ordination problems one encounters. This probably not the fault of the course but more the fault of the whole four years which touched too much on the same surface and didn't give enough depth in anything."

"Ed. C.I. 426 hasn't given me all that much; I took complete courses in areas that this course only touched on."

"There hasn't been too much I've been able to 'fall back on' regarding this course. As a first year teacher, I have been having much difficulty in getting enough resources together to facilitate slow learners as well as fast learners. It would be helpful if students could, while at University, prepare some sort of file of teaching aids to use in the various subject areas, as well as a list of publishers, educational sources where supplementary materials are available."

"I also took a course from the Parks and Recreation Department which I feel was far more practical and could well be integrated into Ed. C.I. 426. Ed. C.I. 426 does not adequately prepare one for the 'real thing'. There is too much theory and not enough emphasis on the actual."

"It gave me no practical suggestions as to how to deal with problems. Actual techniques in such areas as art, music and language experiences would have been much more helpful than all of the theory and history."

"The only courses that are of help are those which provide a student with knowledge on a particular subject and those that provide a student with opportunities to work with children; or those that place the student in the position of the child in a learning situation, e.g. the student experiments with all the materials he will be asking the child to use and experiment with in the future."

"I have a grade three class and most of the material presented in the course was at too elementary a level, e.g. sand play, water play, house play. I made an attempt to use some material from hand-outs e.g. on movement education but I found the games activities not challenging enough."

"At the grade two level, nothing that I can remember taking in Ed. C.I. 426 has been helpful."

"This course is definitely aimed for kindergarten teachers and is therefore not as useful to Primary teachers. There was too much emphasis on a great many details of child development, of various studies done, of setting up a kindergarten. Not enough of this can be applied to a particular case that may appear in class."

"The emphasis in Ed. C.I. 426 was on work with children of preschool age. Since I am teaching in a grade one class, it was in the nature of the course, that it could not meet fully my present curriculum needs."

"The stress of the course was on kindergarten and not on methods in the primary grades. Much that I have acquired could be applicable in a grade one class as well but not in a grade two class."

"The Ed. C.I. 426 section that I was in was more geared to Kindergarten rather than primary. As this is not my main interest, I did not find this course all that beneficial. Most of the lectures on child development and behavior merely reviewed the Ed. Psy. courses which I took quite a few of. I found that the course did not cover the curriculum subjects well at all, except maybe for music. With the new science and mathematics, I wished we could have been made more aware of these new innovations and ways of approaching them: Parent-teacher relationships were not discussed much. Evaluation was covered but I felt it to be more for kindergarten. These are the impressions of what you might say is a disinterested Kindergarten teacher. I am interested in young children but I feel that real experiences would have helped much more than a file of papers to read."

"This course was a repetition of two courses which I had taken some time previously. The fact that I had lost interest in primary work most certainly influenced my entire attitude toward the course."

"More class time should have been spent travelling out to schools and observing children and then incorporating research studies on child development into what was observed first hand."

"For such a specialized area, there needed to be more contact with the most important subject matter - the children. A great deal of time was spent on examining particular facilities available for kindergarten. While facilities are definitely of importance, they are not the prime concern of those taking the course. For those that have not had that much personal contact with children of this age, this course should serve as a go between in the making of such contacts. Even if trips into schools are not always possible, other methods could be devised. Video tapes for example, could be utilized to a much greater extent."

"I cannot condemn the course but the education program at University in that it could be revamped into five years - two years University, two years in the classroom and one year back at University to take such courses as Ed. C.I. 426. If it is a four year program, perhaps a system in which the last two years could be spent in the classroom for the majority of the time."

"Even if I were teaching Kindergarten, I would not have gained enough know how to carry on a good situation. Too much time was wasted in having people give class reports - this was like the blind leading the blind."

B29961